

Appendix 1

Families and Relationships (Covered in Term 3)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Families – immediate. The people who look after us. Children can explain different ways that family should care for one another. Identify the people who love and care for them and what they do to help them feel cared for. The roles relatives play in our lives. Can they identify and respect the differences and similarities between people in their family? Do they understand that there are different types of families? Do they know who to ask for help (home, school and wider community) 	<ul style="list-style-type: none"> Families – extended. Can they explain and show that family should care for each other? Do they know how they belong in their family? Discuss belonging. Identify common features of family life. What could be different? That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. Change and loss – moving home, losing toys. 	<ul style="list-style-type: none"> What does family mean? How is it important? Understanding that families are all unique and different. Discuss who is in their family and wider family such as grandparents, cousins etc. What is family for? – Discuss happiness and security, love and care. Marriage – what is marriage, who gets married? Could lead to a general discussion about separation and divorce. 	<ul style="list-style-type: none"> Characteristics of Family – how do they support us? Who looks after us in our family? Who do we look after? Discuss the different forms of families e.g. step family, adoptive parents, foster parents/carers. Positive aspects such as new families being created through separation and divorce e.g. step and half siblings. How to recognise if family relationships are making them feel unhappy or unsafe. How to seek advice from others if needed. Commitment, times of difficulty, protection and care for children and other family members – discuss commitment. Loss and Bereavement – losing a pet. How would friends support each other? How did others help you feel better? Happy memories and memory boxes. Marriage – discuss different types of marriage ceremonies throughout cultures. 	<ul style="list-style-type: none"> Family – belonging – how do they belong in their family? What is belonging? Family - the importance of spending time together and sharing each other's lives. To be aware of the different types of relationships between relatives and families – respecting the differences. Separation and divorce implications – how families change. To be aware that marriage is commitment freely entered into by both people, that no one should enter marriage if they don't absolutely want to. That differences and similarities between people's families arise from a number of factors, including ethnic, racial and religious diversity and age. 	<ul style="list-style-type: none"> Differences between sex, gender identity and sexual orientation in families. E.g. LGBT parents. What makes a family? Why are they unique and individual? What are civil partnerships? How civil partnerships and marriage are examples of stable loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. Loss, separation, divorce and bereavement. How families support each other through difficult times. Negatives and positives of separation and divorce. Emotions – feelings of loss/bereavement where there has not been a death – e.g. separation, divorce or family arguments. R.E link in year to death.

Friends and Relationships (Covered in Term 4)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. How people make friends and what makes a good friendship. How are we a good friend? Making new friends. Recognising when they or someone else feels lonely and what to do Asking for help if a friendship is making them feel unhappy. Kind and unkind behaviour, and how this can affect others e.g. name calling. How bodies and feelings can be hurt by words and actions. Talking about and sharing their opinions on things that matter to them. How can we be polite to others? Discuss manners – please and thank you, opening the door etc. 	<ul style="list-style-type: none"> To listen to other people and play and work co-operatively – how do we solve simple arguments and make up with our friends? Share their views and opinions. E.g. talking about fairness. They can set themselves simple friendship goals. Write a recipe of how to make a friend. Identify and respect differences and similarities between friends. How am I different/the same as my friend? Introduction to stereotypes. Taking turns and sharing. Returning things borrowed from our friends. What can hurt our feelings – How does this upset us? Recognise how their behaviour affects other people. What is the difference between teasing and bullying? How do we stop bullying? What do we do if we see a bully? Physical contact – how can we be hurt? 	<ul style="list-style-type: none"> What is a friendship – happiness and security – How do people choose and make friends? To recognise what constitutes a positive healthy relationship and develop the skills to form and maintain positive healthy relationships. To realise the nature and consequences of teasing and bullying – peer pressure. That their actions affect themselves and others. Personal space – mine and yours. Personal space in different circumstances e.g. falling over, cuddle from a parent etc. Asking for help from a friend – solve a problem and give advice to your friend. Stereotypes in jobs – what should a Fire fighter, Nurse etc look like –introduction to gender stereotypes. Keeping a secret – what are secrets and why do we keep them? What are 	<ul style="list-style-type: none"> Characteristics of a friendship – respect, truthfulness, trustworthiness, loyalty, support with difficulties. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. Discrimination, teasing and bullying, aggressive behaviours Physical boundaries – safe and unsafe physical contact. Respecting others who make different choices or have different preferences or beliefs. Gender stereotypes beyond jobs – how they can be unfair, negative or destructive e.g. boys play football, girls play netball. The concept of keeping something secret – when we should or should not agree to share a secret. 	<ul style="list-style-type: none"> Knowing that friendships have ups and downs – working through problems -strengthening and repairing friendships. To be aware of the different types of relationships between acquaintances and friends e.g. Online relationships Recognising less positive relationships when they encounter them – making others feel lonely or excluded, physical violence. How to respond and ask for help from a friend. To resolve differences by looking at alternatives and respecting others' points of view. Permission seeking and giving in relationships with friends, peers and adults. When we do/don't need permission. Stereotypes – how do people stereotype others, age, gender, disability and race. Breaking confidences – what positive and negative affects might this have? 	<ul style="list-style-type: none"> How to respond and ask for help when friendships have broken down. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. That friendships can change over time, about making new friends and the benefits of having different types of friends. To realise the consequences of discrimination, teasing and bullying (including cyber bullying), and aggressive behaviours, use of prejudiced based language. How to deal with bullying. Resolving differences by looking at alternatives making decisions and explaining choices. Managing conflict - How to judge when a friendship is negative. Identifying and challenging a wide range of stereotypes – what are the different stereotypes and how do we overcome stereotyping. Secrets and Personal Privacy – concept of privacy and the implications for both children and adults.

<ul style="list-style-type: none"> The differences between secrets and surprises. How do we keep surprises secret? 	<ul style="list-style-type: none"> Responding safely to adults they don't know. The importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) 	<p>good secrets and what are not good secrets?</p>		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Prejudice – how to recognise behaviours/actions which discriminate against others.
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Sex Education (Covered in Term 6)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Do they know the difference between boy and girl babies? Our bodies - Concept of private and not private. 	<ul style="list-style-type: none"> Respecting that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are private. – PANTS TALK The similarities and differences between boys and girls. Be able to describe these. Can they describe how people change over time. 	<ul style="list-style-type: none"> What is the difference between male and females – physical. 	<ul style="list-style-type: none"> The difference between male and females, physical and emotional. 	<ul style="list-style-type: none"> How their body will and emotions may change as they approach and move through puberty –emotional and physical changes of puberty. 	<ul style="list-style-type: none"> What are hormones and their role as we reach puberty? – Emotional changes in puberty. Each person will experience it differently.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p>

	<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>